

*Same example with parts labeled:*

**INTRODUCE DIRECT QUOTATION:** Regarding research by Evertson and Emmer, Borich states, **STATE DIRECT QUOTATION:** “Effective teachers attached assignments directly to the end of an in-class activity, avoiding awkward pauses or even the need for a transition. The assignment appeared to students as a logical extension of what was already taking place” (128). **EXPLAIN WHAT THE QUOTATION MEANS:** The timing of assignments, then, contributes to their effectiveness; if assignments are linked together naturally, then students are more likely to see the relevance. **SHOW HOW IT SUPPORTS THE MAIN POINT (THESIS):** In my observation of this teacher, the homework assignments do immediately follow the lessons to which they pertain. They mimic the types of activities and discussions (as noted on agenda) that students were engaged in less than 20 minutes prior.

*Example of direct quotation in the middle of a paragraph (from an essay about effective teaching strategies):*

In previous observations, I have heard many students refer to homework assignments as “stupid.” If a student does not see the value in doing an assignment, he or she is less likely to follow through with the work. A student may put little effort into “stupid” assignments. As Borich states, “Explanations [of homework assignments] are important if anything other than a mechanical or begrudging response is expected” (128). He suggests that it is incumbent upon the teacher to insure student engagement by making sure the explanation of homework is clear and relevant. In this situation, when a student comments on what seems to him a large amount of homework, the teacher is quick to point out the relevance of the assignments. She shows the class how the homework is an extension of what they have been learning in class. Continuing to send the message that the most important point of the homework is student learning, the teacher also invites the students to offer suggestions for adapting the homework to be more effective. No one takes her up on her offer.

*In addition to accomplishing the above requirements, notice that the writer offers a more expanded introduction to the quote by referring to personal experience and offering commentary on that experience before introducing the quotation from Borich. Notice that the writer inserts some of her own words into the quotation by using brackets [ ].*

*Same example with parts labeled:*

**INTRODUCE DIRECT QUOTATION:** In previous observations, I have heard many students refer to homework assignments as “stupid.” If a student does not see the value in doing an assignment, he or she is less likely to follow through with the work. A student may put little effort into “stupid” assignments. **STATE DIRECT QUOTATION:** As Borich states, “Explanations [of homework assignments] are important if anything other than a mechanical or begrudging response is expected” (128). **EXPLAIN WHAT THE QUOTATION MEANS:** He suggests that it is incumbent upon the teacher to insure student engagement by making sure the explanation of homework is clear and relevant. **SHOW HOW IT SUPPORTS THE MAIN POINT (THESIS):** In this situation, when a student comments on what seems to him a large amount of homework, the teacher is quick to point out the relevance of the assignments. She shows the class how the homework is an extension of what they have been learning in class. Continuing to send the message that the most important point of the homework is student learning, the teacher also invites the students to offer suggestions for adapting the homework to be more effective. No one takes her up on her offer.